

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Rosebud-Lott High School	073905	NA	
Vendor ID #	ESC Region #		
74-1672405	12		
Mailing address	City	State	ZIP Code
PO Box 638	Rosebud	TX	76570

Primary Contact

First name	M.I.	Last name	Title
Shanna	A	Howell	Curriculum
Telephone #	Email address		FAX #
254-583-7967	showell@rlisd.org		254-583-1130

Secondary Contact

First name	M.I.	Last name	Title
Steve	A	Brownlee	Superintendent
Telephone #	Email address		FAX #
254-583-4510	sbrownlee@rlisd.org		254-583-4469

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Steve	A	Brownlee	Superintendent
Telephone #	Email address		FAX #
254-583-4510	sbrownlee@rlisd.org		254-583-4469

Signature (blue ink preferred)

Date signed



10/26/17

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☒ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Rosebud-Lott High School (RLHS) is a small rural consolidated school district located in the heart of Central Texas. RLHS currently serves 206 high school students living in the towns of Rosebud, Lott, Westphalia, and other small outlying communities. RLHS is unique in that it shares a campus with the middle school with whom RLHS works closely with its academic and extracurricular programs. This close partnership between the two campuses has created a collaborative environment resulting in the growth of many academic and elective programs over the last few years. Specifically, RLHS has an award-winning agricultural program under which many of our students graduate with business and industry endorsements. RLHS would like to continue this trend through our new robotics program. RLHS intends to work closely with the agricultural department, the high school academic teachers, local colleges, local industries, and the middle school campus to create an award-winning robotics (with a specific focus on under-represented female students) program that prepares students for a career after high school. In order to create a program that will not only teach robotic skills but will equip students for future employment in multiple in-demand high-tech fields, RLHS will need industry standard equipment, supplies and materials, recruiting efforts, and a viable curriculum to kick start the program. RLHS intends to use these grant funds to assist our rural district with providing a high-tech CTE program in the area of robotics that is in line with regional workforce needs. With the help of Workforce Solutions-Heart of Texas, our local workforce development board, RLHS has identified several high-demand occupations in and around the Central Texas area in which students can apply industry-level robotics skills and concepts. These occupations include computer systems analysts, software application developers, computer programmers, systems software developers, computer occupations (other), electrical engineers, mechanical engineers, and electronics engineers as some of the 129 technical employment opportunities with a projected growth between 10.1% to 26.7% across the state. The Texas Career Check website confirms these occupational trends. Texas Career Check identifies 25 similar job titles with a median wage of \$34,550 ranked by projected increase of job availability for 2014-2024. Each of these occupations, although not listed as specifically "robotics" jobs, involves the use of robotic education skills. So that students may graduate RLHS with the STEM endorsement along the robotics pathway, RLHS must first establish a rigorous curriculum for the pathway. This rigorous curriculum will not only address the robotics classes themselves, but also the accompanying academic courses that will be required to lay the foundation for the program and prepare our students for high-demand occupations after high school. Grant funds will be used to supplement the district funds that are already used to train teachers each year. Additionally, RLHS intends to partner with the local technical college in Waco to add to the rigor and validity for this program. Texas State Technical College (TSTC) in Waco, Texas, in partnership with Rosebud-Lott High School will develop a coherent sequence of college-level coursework to be completed in high school that will transfer to TSTC's already established robotics program. A student completing this coursework can transfer to TSTC already having completed his or her first semester in TSTC's robotics curriculum. Meaning those students can subsequently earn an associate's degree in robotics after only two more years of post-secondary coursework, putting them in line to be hired in one of the aforementioned technical fields much sooner than their peers. Again, in order to do this RLHS intends to use the grant funds to purchase the equipment and other associated materials to provide students with the tools to participate in this rigorous program. With the purchase of the equipment, TSTC as our educational partner intends to provide RLHS robotics students with educational opportunities like frequent externships that will allow students the real-world experiences that they will need to be competitive in this field. RLHS, in addition to the association with TSTC, intends to collaborate with local industry partners who have also committed to offering help in building a reliable and viable curriculum complete with externships.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Both our educational partner, TSTC, and our industrial partners, Wilbur Ellis and Tech-Labs Incorporated, have agreed to help RLHS with on-going evaluation of its robotics program so that the program continually meets the rigor necessary for our students to complete their degree in robotics and obtain future employment with the skills they will acquire. In summary, RLHS, TSTC, and our industry partners intend to create a career and technical education program containing organized educational activities that offer a new sequence of courses to provide our students with coherent, rigorous content aligned with challenging academic standards and relevant technical knowledge and real-world skills needed to prepare for further education and careers in emerging technical fields. The RLHS Robotics program and its prerequisite courses will help students earn college credit towards an Associate's of Applied Science in the area of robotics within three years or less of high school graduation in addition to possibly leaving high school with a Fuji Automatic Numerical Control or FANUC certification. The program will include competency-based applied learning through college experiences and externships that will contribute to the academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of the robotics industry. RLHS also aims to improve student attendance, lower our high school drop-out rate and increase over-all student achievement through the institution of quality CTE programs such as this.

Refer to the following activity checklist that RLHS and its partners will use to assure that all criteria of this program are met.

Rosebud-Lott Robotics Program Activity Checklist

- Extend memorandum of understanding with TSTC
- Complete robotics pathway and crosswalk
- Train teachers on operation of Certified Education Robot Training (CERT) cart
- Certify teachers to use CERT
- Credential dual credit teachers if applicable
- Enroll students in requisite dual credit courses
- Order/ purchase/ install CERT cart
- Arrange/ participate in 4 to 6 externships a year
- Complete externship evaluations 4 to 6 per year
- Perform 4 to 6 skill application walkthroughs per year
- Create/ print/ distribute promotional materials (summer, fall, spring) each year
- Hold parent informational meeting
- Data evaluation of recruitment activities (summer, fall, spring) each year
- Quarterly reports (1st, 2nd, 3rd, 4th quarters)
- Hold project meetings each six weeks

In addition to this checklist, RLHS will monitor the grant's activities by assigning a project director who will coordinate all of the project activities. This individual will also monitor the grant funds and ensure expenditures are allowable and allocated in accordance with the purpose of the grant. The project director will be responsible for making sure that all grant activities are carried out, evaluated, and correctly reported. This project will be evaluated by a highly-qualified individual who will conduct formative and summative evaluations using multiple tools to solicit feedback; monitor the extent to which the grant activities of the project were implemented as planned; assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements. On-going formative evaluation will facilitate short-term project corrections and lend to reflective thinking, program change and continuous improvement and sustainability, ultimately preparing students for a successful career in the technology field.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 073905				Amendment # (for amendments only): NA		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$15,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$4,000	\$0	\$4,000	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$59,000	\$0	\$59,000	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$12,000	\$0	\$12,000	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$0	\$75,000	\$0
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,750	

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 073905			Amendment # (for amendments only): NA			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1	Robotics Instructor					\$15,000
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	NA		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Curriculum training for MS/ HS staff for HS math/science courses	\$2,000	\$0
2	Professional services to carry out externships	\$2,000	\$0
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$4,000	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$4,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$59,000	\$0
Grand total:		\$59,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 073905		Amendment number (for amendments only): NA	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$12,000	\$0
Grand total:		\$12,000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	101	49%	
Limited English proficient (LEP)	0	0%	One migrant student whose enrollment is dependent on time of year.
Attendance rate	NA	95%	
Annual dropout rate (Gr 9-12)	NA	2%	This figure is taken from the 2015-2016 figures.
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	17%	
6-10 Years Exp.	1	17%	
11-20 Years Exp.	0	0%	
20+ Years Exp.	4	67%	
No degree	0	0%	
Bachelor's Degree	5	83%	
Master's Degree	1	17%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									17	56	58	46	46	223

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									1	3	5	5	5	5

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RLHS is now offering robotics but recognizes more needs to be done to ensure that students receive employable programming, engineering, and equipment operating skills. Therefore, a team of key personnel completed RLHS's needs assessment protocol that involves identifying the problem, collecting data, evaluating data trends, gathering more data to further evaluate identified trends, and seeking out resources to find solutions. For this assessment, the team gathered data on last year's graduation statistics. These statistics revealed some trends prompting further evaluation of the robotics program. This second evaluation derived from current enrollment statistics included, an analysis of science and math curriculum and the robotics course content itself, which led to the identification of four needs listed here in order of priority: 1) Development of quality curriculum, 2) Hands-on training and experiences for both students and teachers, 3) Curriculum support for upper-level math and science courses, and 4) Recruitment for the robotics program. According to 2016-2017 graduation statistics, only 32.5% opted to graduate under House Bill 5, which calls for students to choose an endorsement in a particular field of study. It is encouraging that of the 32.5% of students who graduated under House Bill 5, all took advanced math courses, which included Algebra 2, Algebra 1 taken in middle school, or advanced placement and/or dual credit math courses. The same 32.5% also completed more rigorous science courses that included honors, advanced placement, and dual credit classes. However, of those students, only 25% graduated with a STEM endorsement despite the fact that all 32.5% took the more rigorous math and science courses. This trend speaks to our first priority to develop a coherent sequence of courses within the robotics program that offers a quality curriculum that teaches employable skills and does not separate a need for higher-level math and science skills. The intention is not to exclude students who choose not to take upper-level math and science courses; but to improve the quality of our core math, science, and robotics programs so that more students can successfully participate in robotics courses and graduate with a STEM endorsement. To develop quality curriculum for a hands-on field like robotics, RLHS needs to offer multiple hands-on or field experiences for both students and teachers. This, therefore, is the next priority, to provide hands-on experiences for those involved in the robotics program. As this program is preliminary, we are just in the planning stage for developing mentor relationships with industry partners or other educators who have more experience with programs like ours. RLHS's technology teacher has often expressed a need for others with whom to network so that he can teach his students skills that will transfer to post-secondary and/or work-force environments. The field of robotics is a collaborative one totally dependent on the collective efforts of all involved to solve a problem; our program is no different. To be successful, we will need the resources to develop partnerships with individuals who can offer real-world, solution-oriented experiences to our students and teachers. Quality robotics instruction and hands-on experiences are not enough to develop a quality program. There is a need for students to develop foundational math and science skills to support understanding of the content within the robotics program. This is priority three: offering curriculum support for higher-level math and science courses. Considering RLHS graduates, on average 50 students a year, the percentage of students taking upper-level math and science courses speaks to the need of ensuring that such courses have the curricular resources needed to provide students the foundational skills to successfully participate in programs like robotics. The following statistics are the current percentage of students per grade level enrolled in advanced science and math courses: Biology Honors, 9th grd 21%; A&P 11th-12th grd 2%, 26%, Med.Term. (DC) 9th-12th grd 2%, 17%, 11%, 9%; Med.Term (hs) 11th grd 4%; Chemistry Honors 10th-11th grd 34%, 2%; Physics Honors 10th-11th grd 2%, 43%, 4%; Earth & Space 11th-12th grd 2%, 35%; Algebra I (ms) 34%; Algebra II 10th-12th grd 3%, 21%, 9%; Algebra II Honors 10th grd 34%; Geometry Honors 9th-10th grd 34%, 5%; PreCal 11th-12th grd 35%, 48%; AP Calculus 12th grd 15%. The fourth, and final priority is recruitment. There is a need for the students represented in the statistics above to be a part of CTE programs like robotics. There are currently only 19 students from grades 9-12 enrolled in robotics. Specifically, 9% of 9th grade, 12% of 10th grade, 11% of 11th grade, and 4% of 12th grade, which is disproportionate to the current number of students in advanced science and math. The needs assessment data from last year also reveals that of the 12 House Bill 5 STEM endorsement students, none were female. This trend seems to be repeating within the robotics program. There are 5 girls from grades 9-12 enrolled in robotics this year, but consistently nearly half or more than half of the students taking the advanced math and science courses listed above are female. Meaning, RLHS needs to recruit more students, especially female students, to obtain employable, high-tech skills through our robotics program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Development of quality curriculum to improve instruction	Purchase instructional materials, equipment, and resources for delivery of instruction; Develop curriculum materials aligned with TEKS; Provide new/ improved instructional materials; Create a CTE program tied to economic development in Texas; Activities to train educational and industry partners
2.	Hands-on training and experiences for both students and teachers aligned with employable skills	Purchase equipment necessary for implementation of robotics program activities; Provide externships with in-demand industries or occupations; Expand educational partnership with local tech college and local industry partners; Travel for students to take part in externships; Modify or upgrade equipment to meet industry standards
3.	Curriculum support for upper-level math and science courses to support a more rigorous robotics program	Travel for professional development for teachers; Provide new/ improved instructional materials; Professional development for academic and CTE teachers to integrate academic and career and technology skills; Support for the collaboration of academic and CTE teachers
4.	Recruitment for the robotics program to expose more students to more rigorous coursework, which leads to post-secondary education and future employment	Provide materials promoting the nontraditional field of robotics; Travel and training of counseling or curriculum staff to develop the robotics program
5.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Robotics Teacher	Classroom experience, Technology certification or experience in the field, Bachelor's Degree, Proficient with technology
2.	Curriculum Specialist	Classroom experience, Masters in Curriculum and Instruction or experience in developing curriculum, Proficient with technology to advise on quality training that aligns with state standards
3.	Counselor/ Dean of Students	Masters Degree in Counseling or Curriculum; Experience with CTE program requirements and graduation requirements
4.	Post Sec. Ed. Partners	Texas State Technical College – Experience with the curriculum in running a post-secondary robotics program as well as credentialing students to gain employment in the field
5.	Industry Partners	Wilbur Ellis Inc. - experience with large equipment in the agricultural field Tech-Labs Incorporated - trainers of industrial-grade robotic equipment

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop Curriculum Pathway	1. Plan Robotics Pathway with TSTC & RLHS Staff	10/19/2017	01/01/2018
		2. Inform School Board	02/01/2018	02/29/2018
		3. Receive Training on New Pathway	05/01/2018	05/30/2019
		4. Extend Terms of MOU with TSTC	05/01/2018	08/01/2018
		5.		
2.	Hands-On Experiences for Students and Teachers	1. Order/ Purchase/ Install Needed Equipment	05/01/2018	08/01/2018
		2. Certify/ Credential Robotics Teacher	05/01/2018	08/01/2018
		3. Train on Equipment	05/01/2018	05/30/2019
		4. Externships	08/01/2018	05/30/2019
		5. Externship Evaluations	08/01/2018	05/30/2019
3.	Curriculum Support for Math/ Science Teachers	1. Provide CTE Training for Math / Science Teachers	08/01/2018	05/30/2019
		2. Evaluate Application through Walkthroughs	08/01/2018	05/30/2019
		3.		
		4.		
		5.		
4.	Recruitment for Robotics	1. Create Print and Electronic Materials on Robotics	10/19/2017	01/01/2018
		2. TSTC Student/ Parent Information Nights/ Days	02/29/2018	04/30/2018
		3. Data Evaluations of Recruitment Activity	02/01/2018	08/01/2018
		4.		
		5.		
5.	Reports on Program	1. First Quarter Report	08/01/2018	10/31/2018
		2. Second Quarter Report	11/01/2018	01/31/2019
		3. Third Quarter Report	02/01/2019	04/30/2019
		4. Fourth Quarter Report	05/01/2019	07/30/2019
		5. Project Meetings	08/01/2018	07/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RLHS monitors goals and objectives through a written quarterly reporting system. First, individuals involved on a project meet to establish the project's main goals. In this project, that would be that 10 students or 20% of the senior population graduate with a STEM endorsement in the robotics pathway within 4 years. From that goal key objectives are outlined for each quarter. These key objectives (for this program: Develop Curriculum Pathway, Hands-On Experiences for Students and Teachers, Curriculum Support for Math/ Science Teachers, Recruitment for Robotics, Reports on Program) are further broken down into quarterly goals. At this stage, those involved in the program set goals for each quarter, list strategies that will be used to meet each goal, and identify what data will be used to inform decisions. The SMART goals are stated in a format that is measurable so that progress on the goal can be tracked and assessed. This tracking and assessing of these goals is monitored throughout the quarter so that when it is time to revisit the goals and the impact the strategies have had on student achievement, educators have a chance to make necessary changes to the program in a timely manner. Changes to the program are immediately communicated to those involved because they are an integral part of the data collection and decision-making process. In the event that a member of the group is unable to meet with the project committee, efforts are made to gather the individual's input, usually through electronic means or a debriefing of ideas. In the end, the new goals and objectives are decided as a team allowing for immediate communication within the program. Any new goals, objectives, and or strategies are further communicated to parents, students, and community members through the project team via the project manager. AT RLHS this team consists of campus leaders such as the principal, the counselor, the curriculum specialist, the project director, as well as teacher leaders with the experience and credentials to teach within and/or evaluate the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RLHS is committed to ensuring that all students have access to rigorous coursework in preparation for life after high school. RLHS constantly looks for ways to improve our course offerings so that graduates from our rural school have the same, if not better, skills as a student graduating from a larger affluent district. RLHS is very resourceful with its staff. We are willing to invest in highly qualified teachers who can teach a myriad of courses at multiple levels. We have branched out in this area by allowing our partner colleges to credential our teachers as adjunct professors or facilitators for dual credit courses. We encourage our teachers to obtain post-graduate degrees to further increase the number of teachers who can teach at the college level. This heightened focus on college-level course offerings at Rosebud-Lott has pushed our district into seeking out more extensive partnerships with educational institutions, colleges, and community member supports. Because of this rigor, RLHS's dual credit enrollment has gone from its yearly average of 20 students enrolled in dual credit classes to over 60. In order to sustain this growth, RLHS will continue to seek out and utilize these partnerships. Through continued partnerships with local colleges, RLHS can continue to offer college accredited courses. By credentialing our own adjunct teachers, RLHS will be able to conserve district funds that would otherwise be used on transportation. Another benefit of having adjuncts is that these teachers are more likely to stay with our district due to the increased earnings from the colleges making pay more competitive than other rural districts. Teacher involvement with goals and initiatives creates future teacher investment and retention in the program. RLHS is also constantly revising its course pathways to offer more rigorous high school-level classes. RLHS partners with the Texas Virtual School Network in providing language and other academic courses so that students have more pathway options. Some of these classes can be taken as early as middle school so that students can earn high school credit opening up their future high school schedule to more dual credit options. RLHS also intends to expand its AP course offerings through the College Board. Lastly, RLHS plans to investigate partnerships with organizations like GWAMA who offer cost effective access to staff, facilities, and transportation to students seeking rigorous courses in CTE fields.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative evaluation by internal/ external evaluators to improve student performance	1.	Increased robotics course certifications quarterly
		2.	Improved application of skills compared to college equivalents quarterly
		3.	Improved application of skills compared to those in the trade quarterly
2.	Qualitative evaluation by internal/ external evaluators to improve instruction	1.	Increase in rigorous program activities documented in walkthroughs
		2.	Increase in positive feedback on skills from externship observations
		3.	Documentation denoting meeting or exceeding quarterly goals
3.	Curriculum Support Evaluation	1.	Evaluation of increased lesson rigor compared to college course quarterly
		2.	Increased college entrance scores from students in the program yearly
		3.	Increase in participants from dual credit offerings per semester
4.	Recruitment for Program to Improve Instruction	1.	Increased number of students enrolled from previous year
		2.	Increased number of female students enrolled from previous year
		3.	Increased number of students continuing to pursue robotics after HS yearly
5.	Quarterly Reporting/ Externship Evaluations/ Project Meeting Notes	1.	Increase in all/female students who pursue robotics after high school yearly
		2.	Increasingly high evaluations of robotics skills quarterly
		3.	Continuously meeting or exceeding quarterly goals

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RLHS Robotics Program will use a continuous data collection process that includes identifying project needs, goal setting, progress monitoring, and project evaluation. Data will be collected on all of the participants of the RLHS Robotics Program which will include the Robotics teacher, the 5 math and science teachers who teach the upper-level math and science courses associated with the robotics program, and the 223 students who are potentially eligible to participate in the program. The RLHS Robotics Program will consist of multiple activities, but three main categories will essentially address them all: the deployment of a more rigorous curriculum, and recruiting for the program student externships.. The data collection process includes both quantitative and qualitative data on: upper-level math, science, ELA, and robotics course grades from quarterly IPR reports; improved application of robotics skills as compared to college students from a Likert scale to be completed by the program's educational partner; improved application of skills as compared to those in the industry from a Likert scale to be filled out by the program's industry partner; increased rigorous classroom activities based on walkthroughs targeting specific skills identified by the program's partners; feedback from externships through surveys filled out by the program's educational and industry partners; meeting or exceeding project goals based on student grade reports, walkthroughs, and surveys done quarterly; increased lesson rigor based on surveys from educational partner; increased performance on college entrance test scores gathered from ACT, SAT, PSAT, and ASVAB data; an increase in dual credit participation based on semester enrollment; an increase in the number of students enrolled in the Robotics Program gathered from yearly enrollment reports; an increase in the number of female students enrolled in the Robotics Program based on the yearly enrollment reports; and the number of students who continue to pursue a career in robotics as evidenced by continued enrollment in a post-secondary robotics program or employment in the field. This data will be collected at various times throughout the year so that the project committee can continually set increasingly rigorous goals and identify barriers that may hinder participants from meeting goals. Summative project meetings will be held each six weeks to monitor progress so that any issues within the program may be anticipated, identified, or rectified in a timely manner. The data collected and presented at these meetings will be used to inform participants on setting new goals, evaluating the progress of existing goals, and possible next steps for the continued success of the program. Student achievement data, student skill attainment and application data, as well as attendance statistics within the program will be a driving force in the program's goal setting and evaluation criteria.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

RLHS intends to use the Perkins Grant funds to further develop the RLHS Robotics Program. The current program teaches students basic design and programming skills using pre-fabricated robot kits. However, after contacting RLHS's local workforce development board, Workforce Solutions (WFS) - Heart of Texas in Marlin, Texas, RLHS's current program is proving to be inadequate to prepare students for a career in the field of robotics and related technology fields.

With the help of Ms. Dorothy Paul from Workforce Solutions, RLHS was able to identify several high-demand occupations in this area in which students could apply industry-level robotics skills and concepts. These occupations include computer systems analysts, software application developers, computer programmers, systems software developers, computer occupations (other), electrical engineers, mechanical engineers, and electronics engineers. Additionally, according to WFS there are currently 109 job titles listed in the area of manufacturing and 10 job titles listed in the area of professional technology services across Texas as listed by industry. Listed in the Brazos Valley area WFS identified 22 job titles under architecture and engineering with a projected 16.1% growth from 2014-2024 in which students would be required to earn an associates or bachelor's degree in addition to 32 job titles under health care and technical occupations with a projected 26.7% growth from 2014-2024 in which students would be required to earn degrees ranging from associates to doctorates. The WFS further identified similar job opportunity growth in the Central Texas Region: 20 job titles under architecture and engineering with a projected 10.1% growth from 2014-2024 in which students would be required to earn an associates or bachelor's degree in addition to 39 job titles under health care and technical occupations with a projected 16.2% growth from 2014-2024 in which students would be required to earn degrees ranging from associates to doctorates.

The Texas Career Check website confirms these occupational trends. Texas Career Check identifies 25 similar job titles with a median wage of \$34,550 ranked by projected increase of job availability for 2014-2024. In those top 25 listings. Software developer ranks 17 across the state. On the same site, within the Heart of Texas Region (including Falls County where RLHS students reside), industrial machinery mechanics (certification), computer user support specialists (bachelor's), first-line supervisors of mechanics (bachelor's), and mechanical installer and repairers (bachelor's) rank 7, 20, and 24 respectively. None of these job titles include the term robotics specifically, but they all require employees to have skills identified in the study of robotics such as: confer with system analysts, engineers, programmers to obtain information on project limitations and capabilities, modify existing software to adapt to new hardware, analyze user needs, monitor equipment function, train users on equipment, specify power supply and configuration, design equipment configurations to meet needs, disassemble machinery for repairs, analyze test results and error messages, develop electronic maintenance programs, answer user inquiries regarding software or hardware operation, and enter commands and observe system functioning to identify and correct errors. Again, none of these occupations lists robotics specifically, but all of these in-demand high-tech positions utilize tools and systems with robotic components.

While conducting this research with our local workforce development board, it became very clear that virtually all of the high-paid, high-tech careers that are projected for the state of Texas from health care to industrial machinery will require students to obtain more than a cursory understanding of robotic principles and programming. With this information, RLHS owes it to their students to develop a CTE robotics program that will increase their ability to one day become highly successful individuals in one of these or any other high-tech career in the future.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

This year RLHS began offering robotics courses. The idea was to engage students in the designing, programing, and operation of robotic devices. RLHS's current robotics courses accomplish this goal, but on a very superficial level. After more research on the field of robotics, it is evident that the current robotics curriculum and its sequence of courses offered within its pathway fall short of providing students with marketable skills in this growing field. Therefore, RLHS plans to offer a more sophisticated robotics program that will teach employable skills to students who wish to graduate high school with college credit to further pursue a robotics-related career.

Students will begin building skills for the robotics CTE pathway as early as middle school. For instance, we have already begun offering Pre-Algebra and Algebra I to our 7th and 8th graders to ensure that students are exposed to more rigorous math instruction in preparation for high school. Offering these courses early opens opportunities within a student's high school schedule to complete a more advanced series of CTE classes including dual credit courses while still in high school. Within the robotics pathway, students will be required to complete all state required courses to graduate with a STEM endorsement; i.e. Algebra I, Algebra II, an advanced English, and advanced sciences. The pathway will also require advanced mathematics courses like College Algebra or College Trigonometry. Students may also opt to take college level Composition I offered through TSTC or any other partnering college, which will count as a student's advanced English and will also be counted as credit earned toward an Associates in Applied Science in the Area of Robotics for TSTC.

Starting their freshman year (and in some cases their 8th grade year) students will be taking increasingly more rigorous courses in preparation for final completion of an associate's degree within two to three years of high school graduation. For example, students pursuing the robotics pathway at RLHS will start with Algebra I followed by Geometry, then Algebra II, and an advanced math course like College Geometry or College Trigonometry. A second example would be the ELA requirements for the pathway that would include: English I, English II, English III, and a fourth advanced English course such as Composition I. As freshmen, most students who chose the robotics pathway will be completing the foundational courses needed to graduate under House Bill 5. In addition, to these courses students could take electives like Robotics I and Robotics II that offer foundational skills in engineering and programing. As a student progresses through their junior and senior years, courses increase in rigor and could end in completing the first semester towards an associate's degree in robotics upon graduating high school.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

TSTC currently offers an associate's degree program in the field of robotics. This program is available to high school students and can be taught on the TSTC camps or on the RLHS home campus with a credentialed instructor. The current crosswalk for these courses is as follows:

TSTC Award Name	Pathway to AAS Degree	Pathway Courses	Crosswalk CTE TEKS Titles	PEIMS Codes	Course Name	Credit Hours	Mode of Delivery
Robotics Tech AAS	DCP.ROB.AAS	CETT 1303 CETT 1305 CETT 1325	DC Circuits Robotics I Robotics II	N1303765 13037000 13037050	DC Circuits AC Circuits Digital Fundamentals	9	On TSTC or home campus

However, after speaking to educational partner, Bob Lovelace, Director of the Robotics Department at TSTC, he informed me that TSTC is looking at revamping this current pathway. Below is the first semester of the projected new degree plan for the Associates of Applied Science in Robotics at TSTC that can be completed in high school, which is expected to start next year.

Math 1316 (Collage level math, could be College Algebra or College Trigonometry)-3 Credit Hours, English Composition I-3 Credit Hours, CETT 1303 DC Circuits-3 Credit Hours, and Robot Programing and Diagnostic (RBTC) 1343-3 Credit Hours. In speaking with Mr. Lovelace it was determined that RLHS students could also take advantage of the current relationship we have with other colleges that offer dual credit on our campus. Credits earned in college level English language arts courses like Composition I offered through our other dual credit course providers will transfer over to TSTC as credit earned in this program.

Therefore, with either avenue of offered courses, a Rosebud-Lott High School student has the ability to complete the entire first semester of the robotics program before leaving high school. This, in turn, means that those students could earn an associate's degree in the area of robotics from TSTC in four additional semesters, which equates to only two more years of post-secondary instruction. The courses offered in this new pathway will require students to take more rigorous courses, especially in the area of mathematics. The skills learned in the robotics pathway courses are needed for students to be successful in Texas' manufacturing, electronics, medical, and other computer-oriented industries. This will be especially important considering that, according to TSTC's employment statistics confirms, "Texas is the number two employer of electro-mechanical technicians in the nation."

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Texas State Technical College in Waco Texas has agreed to be our partner organization for the Rosebud-Lott High School Robotics Program. RLHS already has a working relationship with TSTC in that several of our students are currently enrolled in dual credit classes offered through them. RLHS also has adjunct professors credentialed through TSTC and teachers that serve as facilitators for the TSTC dual credit classes offered on our campus. TSTC has agreed to extend our existing partnership to help us more fully develop our robotics program. TSTC will give support to RLHS in the development of a coherent sequence of classes that will allow students to obtain college credit in TSTC's robotics program. RLHS and TSTC will offer these courses within this sequence with the understanding that students will be able to earn high school credits in order to graduate with a STEM endorsement as well as earn enough credits to successfully complete the first semester of the Robotics program offered at TSTC. TSTC will also allow college credits from required college English and math courses taken at other local colleges who partner with RLHS to transfer to their program. These more rigorous, college-level courses will allow RLHS students who continue with the TSTC robotics program after high school to enroll in the program having already completed the first semester of required courses. Students can also earn their Fuji Automatic Numerical Control Certification (FANUC), the current system that is the building block for many other robotic systems. This means that a student continuing to pursue this program could earn an associate's degree in robotics within two years of graduating high school. In addition to the development of courses, TSTC intends to train the RLHS staff in teaching the robotics curriculum. TSTC is offering more than one model for this training. Teachers may choose to become an adjunct if they meet TSTC's requirements to teach the courses, or they may receive direct training from the college to certify in teaching the curriculum. TSTC has also expressed a commitment to help RLHS students involved in the program to experience employment options in the Texas area through hands-on experiences on their campus as well as field through externships. Finally, TSTC has offered their services in assisting RLHS in the promotion of this new program with a direct focus on gaining employment in high-demand areas of the robotics field.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

RLHS has identified two industry partners to help develop a quality robotics curriculum complete with college level coursework that could translate to employment in the robotics field. Tech Labs Incorporated has volunteered its time and experience as trainers of industrial-grade robotics equipment to assist the RLHS Robotics program in developing an industry-based, quality curriculum that will help our students further pursue an education or career involving robotics. Tech Labs Incorporated already works closely with TSTC in training its classroom instructors and providing current industry-level robotics equipment and programs so that TSTC students graduate with relevant industry experiences and certifications. (Please note that although Tech-Labs works with TSTC in providing their training materials, RLHS is not bound to Tech-Labs to purchase any of its products. RLHS intends to seek out bids from other similar providers so ensure the attainment of the most cost-effective options available.) Wilbur-Ellis has also volunteered its services and expertise in the area of distribution of agricultural products. Wilbur-Ellis employs individuals who must have experience with the maintenance and operation of large agricultural equipment, many of which function with the use of computer assisted mechanical systems.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to secure the sustainability of the RLHS Robotics program, RLHS will first clearly define what needs to be changed from our current program. The newly designed robotics program will aim to serve high school students who are seeking a STEM endorsement along the Robotics pathway. These students as early as their 8th grade year will begin taking upper-level high school and college courses such as: Algebra I, Algebra II, dual credit Composition I, dual credit mathematics courses, and dual credit robotics courses like DC Circuits and Robotics. There will be a heightened focus on recruiting female students to the program. The program is designed to address the growing need for RLHS graduates to gain in-demand skills for the future high-tech, Texas job market. RLHS expects a yearly 10% growth of graduates who will enroll in post-secondary educational institutions or become employed by companies that will further their robotics skills. RLHS will continually monitor and evaluate the RLHS Robotics program so that the curriculum and real-world classroom experiences keep up with this ever-changing field of study. RLHS will sustain the program by systematically documenting and reporting data relevant to the effectiveness of the program every quarter. These quarterly reports will be generated with the input of industry and educational partners who are local experts in the field and who also serve to benefit from the advancement of the RLHS Robotics program. The program's evidence of success will also be disseminated among all stakeholders in an effort to garner further local support for the program. Continuous staff training will be an integral part of the continuation of the RLHS Robotics program. With the help of our industry partners, the RLHS robotics teacher will receive a Fuji Automatic Numerical Control (FANUC) certification, which qualifies him or her to further certify other teachers. RLHS's ability to train trainers will help sustain continued professional development efforts as the program continues. Teachers and staff must continue to develop their strategic planning skills, knowledge of needs assessment, leadership skills and fundraising expertise. Along these lines, RLHS will continue to secure partnerships to obtain multiple sources of funding for this program or for other programs so that those funds may be diverted to continue to fulfill the goals of the robotics program at RLHS. For this to be effective, RLHS will establish ongoing project evaluation procedures so that we can continue to offer a rigorous and competitive curriculum, generate accurate reports tied to industry needs, keep all stakeholders adequately informed, and ensure that staff is appropriately trained well into the future. This will require RLHS to be flexible in its ability to integrate new elements into its structure and culture. This structural and cultural outreach will include RLHS working with individuals who promote the RLHS Robotics program in the organization and the community along with administrative support in implementing new ideas with a willingness to take risks. Finally, for the RLHS Robotics program to survive after the end of the grant cycles, the RLHS Robotics program must become more integrated in the school's existing curricular, elective, student organization, and community support systems. RLHS will continue to seek out funds for the program in addition to continuing to conserve district funds through the professional development of our own staff. RLHS will keep the school board informed of the program's progress and success so that they may help us make decisions to further promote and advance the project.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

NA

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 073905

Amendment # (for amendments only): NA

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

NA

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 073905

Amendment number (for amendments only): NA

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: